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ABSTRACT

The purpose of this study was to inquire into the characteristics, regularities, relationships, behaviors, and effects of schools in relation to their role in a clinical teacher education program. The analysis of three high schools followed the inquiry perspective termed "portraiture." Sketches were drawn of the three schools which served as clinical training centers for the Teachers for Secondary Schools Program at the University of Southern Maine. Data were gathered from direct observations within the school over a 4-month period, from weekly logs of teacher interns, and from a guided discussion with interns. Analysis of the data suggested that despite their unique contexts, all of these high schools could be examined in relation to eight themes that arose from the portraits in "The Good High School" (S. L. Lightfoot). After summarizing the sketches of each school, this paper presents each of the eight themes, interprets each school's representation of the theme, and relates that representation to the experiences of interns with that context as a clinical training site. (IAH)

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The Context for a Clinical Teacher Education Component

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The Context for a Clinical Teacher Education Component

The Teachers for Secondary Schools Program (TSSP) at the University of Southern Maine uses a non-traditional model of teacher training to meet the challenge of the recognized shortage of highly qualified teachers in secondary schools. One year of intensive study and practice for graduate credit provides the student with certification requirements as well as courses that apply toward a Master of Science in Education/Instructional Leadership. Interns are initiated into their school setting during the first two weeks of September, attend university classes for ten weeks, participate in a transitional period of observing and planning with a cooperating teacher, and then begin a full-time internship in January in one of three public high schools in the area.

According to Griffin (1987), the "hallmark of a clinical education program is its relation to the context in which it is carried forward." (256). The TSSP is also based on the premise that it is the real life setting of schools and the people there that give form and substance to successful learning by prospective teachers. Ward and Tikunoff (1977) describe a total teacher/context relationship in which the intern learns"why the classrooms and schools look the way they do, what conditions constrain or promote teaching and learning activity, how schools come to develop their often special character." These researchers propose that even in this early phase of teacher preparation, the intern can go beyond learning from the school to learning how to subject schools to disciplined inquiry and analysis, and, most importantly, how to act upon school and classroom contexts for the purposes of improvement.

The purpose of this study was to inquire into the characteristics, regularities, relationship, behaviors and effects of schools in relation to their role in a clinical teacher education program. Since this study seeks in part to answer the question, "What makes a good high school?", the analysis will follow the inquiry perspective that Sara Lawrence Lightfoot (1983, 11) terms <u>portraiture.</u> In her words, this

method seeks to "capture the culture of these school, their essential characteristics, their generic character, the values that define their curriculum goals and institutional structures, and their individual styles and rituals."

In the first phase, sketches have been drawn for three schools which currently serve as clinical training centers. For each site, the sketch was written the University supervisor, regularly responsible for supervising the internship of a group of students at that one site. The data was drawn from direct observations within the school over a period of four months, from intern weekly logs, and from a guided discussion with those interns at the end of the semester. Their findings will be compared with the themes that arose from the portraits in *The Good High School*. In the second phase, the three University supervisors will establish a vision for more expansive portraits of three additional high schools that have expressed interest in entering into a partnership with the University in this teacher training program.

Each of the current clinical training schools provided a very different context: a large neighborhood school in a city, a small suburban school, and a medium-sized school in a mill town. Two of the second phase schools will represent two additional types of school contexts: a large inner-city school and a small rural community school.

School Sketches

Schools are like people. They have unique individual features that distinguish one from another, sometime only subtly, sometimes strikingly so. They also, like people, have common characteristics that make them appear similar, especially high schools. And, further, like people, the features of schools are so numerous and complex, so richly entwined that attempts at knowing or discerning them prove to be a difficult task. Schools are best viewed in this way -- as complex systems of intertwining and interrelated characteristics, some readily apparent, other less so.

Fort William High School

Fort William High School is one example of such a system. Its immediate image is that of a successful school, staffed by competent teacher, run by effective

administrators, sustained by a supportive community, and attended by motivated students. Less apparent are features that are revealed by sharper observation, closer attendance, and a more acute questioning. The real pulse of Fort William High, as of any school, lies beneath the protective outer skin covering it, that which the visitor sees first and foremost and that, very often, which the school wishes to be seen. Talking to teachers and students, observing classes, seeing what the administrators do, or what facilities are available, how and for what purpose the curriculum is organized - all help to get at this pulse, the heart of the school.

Fort William, the town, is affluent. That the high school reflects this affluence is evident in the building itself - an attractive, airy structure, full of bright colors, large rooms with windows that open into a sunny field, and space that allows for each movement. The school is 'underpopulated' with an enrollment that has yet to achieve the plan of the designers. Thus, classes tend to be small in size. The crowding and closeness usually associated with schools are absent here. Teachers take advantage of this luxury. They fill their rooms with the realia of their profession.

The walls serve as display panels; the corners and shelves are filled with the tools of learning. The community, a rich suburb of Portland with a population that could be described as educated, cultured, and informed sees to it that the school looks this way. The people are active and vocal in their interest in and concern for their schools. Parents have much to say about their children's learning. The concern of a large number of them is that their sons and daughters do well enough to get into top colleges upon graduation. Students reflect this concern by being highly competitive in the classroom. Grades are top priority, often an overriding one. It is no surprise then that the curriculum is geared toward the college-bound student, since nearly ninety percent of each graduating class goes on to college. Alongside general college preparatory courses, one will find offerings the equal of any top-flight college-level course. Still, the curriculum is designed to serve all students with facilities and considerations that could best be described as admirable. A very low teacher-student ratio, generally the case throughout the school, is

especially evident in cases of low achievers. It is not uncommon to find six or seven students assigned to a single teacher in a lower-level offering. Thus, the close attention that students generally receive in the school is even more pronounced with such students. In addition to the academic curriculum, the school offers a surprising industrial arts program with facilities that could put to shame schools specializing in vocational/technical training. At Fort William High School, particularly, the industrial arts reflect the interest of the learners. Hence, automotive arts and boat building can be described as exemplary. Again, materials, space, and staffing receive generous consideration.

In co-curriculum matters, the school offers a representative sampling of activities. A variety of clubs, including drama, is open to all students. An active sports program, for girls and boys, is pursued. Football, however, is not offered. On the other hand, swimming, not surprisingly since Fort William High is located on the coast, is perhaps the most popular sport; while hockey and tennis regularly earn regional and even state championships.

The curriculum, of course, is only as good as the staff which implements it. The teachers at the The Fort (the local reference to the high school) are well-chosen, competent, and highly professional. Several hold doctorate degrees. A sense of real concern for the learner is a feeling easily conveyed by the staff, whether by direct encounter in the classroom, or indirectly outside the classroom. This sense of concern is apparent as well in the usual small group talk that one happens upon in the teachers' lounge where, in addition to the usual small-town talk, discussions of a serious kind can be overheard. There, too, one can observe a flurry of activities of teachers preparing materials, running off copies, pouring over books and the like.

One problem among teachers that has surfaced recently and one that can be regarded as serious is related to teacher evaluation and the designation of master teachers. The problem stems more from the manner in which the policy was adopted rather than in the policy itself. Teachers who have been in the system for many years were left out of the plan. Thus, a distinct ill-will over this issue has

been generated, serious enough to affect morale. The failure of the administration to involve the whole staff in this decision has to be admitted. While the principal was opposed to the plan, the school board approved its adoption. Naturally, this decision has caused an expressed division in the ranks which, if unchanged could lead to serious consequences.

The principal of the school, the school leader, reflects a style that can be described as laissez faire with regard to the wishes of this staff. He recognizes the high professional level of his teachers, respects their judgment, and trusts their expertise. As a result, his physical presence in the school throughout the day is, at best, minimal. He is not the roving school principal type. He works mainly from his office where he conducts the policies of the school. This style not withstanding, he does maintain an open door policy to those seeking help or advice. He tends to know his students even though he seems to keep his distance from them. The daily managing of the school, the discipline, attendance, etc., falls on the shoulders of the vice-principal who, in this role, is highly visible, highly regarded, and successful. It can be said that the daily operation of the school runs smoothly.

But, perhaps, the brightest light in the matter of school governance has to be - and every successful school seems to have one - the school secretary, a person loved by all, students as well as staff. Being a member of the community herself, she knows what goes on, knows personally many of the parents of the students, is able to relate to their problems and concerns. Add to this the fact that she is warm-hearted and jovial and one who always seems to have a cheerful word for everyone, it is easy to see why she is easily the best-liked and most popular person in the school. If the school has a pulse, then this person has to be regarded as one of its major generators.

Generally, the students are tracked for college, are highly competitive, and are motivated toward success. The homes they come from are largely responsible for this intensity. There is pressure from this quarter for success. Students vie hard for grades - the top ones. The curriculum is geared for this. But this is not to say

that they, as a whole, accomplish as much as they are able to. Maybe this is typical of schools and not just of the The Fort. The grade, for the majority, is the culmination. Once achieved, the pursuit seems to end. In this respect, the curriculum both achieves and does not achieve its goals. Students, while learning and achieving with this kind of drive, don't seem to go beyond the grade. Given their background and advantages, they could be doing and achieving far more.

In summary, The Fort may be also described as being one big family with the varying degrees of happiness that describe families. Students, teachers, and administrators all seem to pull together, to cooperate toward achieving what the community has set as the goals of the school. On the surface all appears calm and attractive, while the sub-surface is only mildly turbulent. Like the living organism that it can be likened to, the school is rich and vibrant, dynamic and purposeful. Its minor ailments are not beyond the ready and available prescriptions. "We're just fine. Just look at our record," would be its rejoinder when pressed. Still, the school and its students could achieve a lot more, be required to do a lot more. And this may be its most telling descriptor, that it falls short of excellence.

Woodford High School

Woodford High School is a large high school in the Woodford neighborhood of Portland, Maine. Students may elect to attend this school or Portland High; geographic city lines are not drawn. The student and teacher population was long dominated by those from from this old neighborhood. A student can go from kindergarten through college on Stevens Avenue, from Longfellow Elementary, to Lincoln Middle, to Woodford High and Westbrook College. The principal has returned to his alma mater and lives in the neighborhood.

But things are changing and approximately thirty percent of the students come from outside of the area. As such, parental interaction and influence are varied. Within a class, two students may be at risk of failure. One parent wants weekly notes sent home by the teacher to monitor the student's progress. Another parent is indifferent and blames the teacher. One rumor purports that over involvement by the Band Booster (a parent group which raises additional monies for the band)

influenced the departure of three Band Directors in quick succession and the resulting deterioration of student participation.

From the front Woodford High is a 1920's elegant three-story brick structure with multi-pane windows, surrounded by grassy lawn and groomed shrubs. The classroom are bright and sunny; many teachers enhance their learning environment with plants and posters. The right front entrance is often draped with a student-made banner announcing an upcoming drama production in the auditorium. From the rear, the old is linked to the new at the second story by a glass-enclosed walkway. The addition is a modern structure housing the gymnasium and sports facilities on the first floor, main offices and cafeteria on the second floor, and library and classrooms on the third floor.

Although the school is large with over 1100 students, the structure and organization produce a density that promotes a feeling of closeness. Rather than departments, Woodford High is organized into clusters that cross traditional lines; for example, English is grouped with foreign languages. Each cluster has a workroom that often becomes the social gathering spot for those teachers who bring lunch. The lack of one central teacher's lounge may facilitate work-related activities but may also promote cliques within the faculty and promote the isolation so well documented in America's high schools. With as many as forty percent of the teachers being considered floaters (teaching in several different classrooms), however, these workrooms are critical as home bases. The cafeteria also functions as a gathering place as students and faculty both congregate here during the supervised study halls, students working informally and teachers chatting over coffee and muffins.

We all know that Mrs. Primrose, the principal's secretary, runs the school -- and very efficiently. Her counterpart in the main office combines control with a caring that endears her to students, staff, and importantly, to visitors as well. The principal came to a well run school and continues to maintain the excellence that has brought Woodford High School national recognition. He is supported by two excellent vice-principals. It was laughingly reported that the recent surgery of one

caused more problems than the principal's own extended absence because of an illness. There is strong consensus that the administration supports the staff with emphasis on congruence of expectations related to disciplines.

A recent self-study conducted for accreditation discovered some concern regarding communication between the administration and the staff. Interns and experienced teachers learned that flexibility is the key asset when administration changes the schedules for state-wide testing or a special AIDS program. Teacher evaluation by administrators often changes the perceptions of teacher, making them reluctant about going to an administrator with instructional concerns.

The professional staff is diverse but cohesive. The support services staff and the teachers work extremely well together, evidenced recently by the entire staff joining forces to petition against the release of the school janitor. A cross section of faculty have called meetings of the BOOK CLUB on Friday afternoons at Raoul's. The science cluster faculty is especially convivial, sharing gifts from Secret Santas and Valentines.

Most importantly there are good relations between the staff and the students. There is genuine appreciation between the two groups as real people. Students encourage favorite teachers to come to sports and arts events, and faculty respond with enthusiasm. Students have been especially compassionate towards a teacher waiting for a kidney transplant. These feelings have been extended to interns as well. Several students visited the new mother/intern and baby in the hospital, and the intern has responded by returning early to assist students with their science fair projects.

As the population of the community grows and changes, so does the student body of Woodford High. Now only about 60 percent of the students go on to higher education. Teachers may wish for more motivated students, but they also recognize that these students operate in a system that allows little time to sit and think. The school maintains tough grading standards and most students respond, some excelling nationally. Fortunately, the students are proud of the school and treat it well. Although visitors see many school jackets, tee shirts, and sweatshirts,

the school is not a sports-oriented school. Their teams are not strong contenders, but many students participate in sports and others support their efforts.

The operational curriculum is not supported by a written curriculum although several clusters are undergoing curriculum revision at the present time. Most teachers feel a sense of autonomy and experience very little pressure from the structure of the curricula. But alas, beginning teachers often feel adrift without the structure of the curriculum. This operational curriculum is often not the supported curriculum. A teacher may choose literature not from an instructional base but because no other English teacher is using that set of books at that time. One unique area within the standard high school curriculum is the extensive foreign language program which includes Russian and Chinese.

Stoudwater High School

While walking along the mural-lined hallways of this sprawling, mill town school of 900 students, one is struck by the feeling of naturalness and ease. As students change classes, they make their way through the corridors, chatting amiably with friends, separating as needed to accommodate the opposite flow of bodies -- no elbowing, no blocking or cutting, no shouts to friends still thirty feet away. The expected boisterous energy of adolescents is expressed here, instead, by restrained considerate behavior. Friendly exchanges between adults and teens are the norm; one feels that the students are respected here, and so students reflect this attitude by being respectful.

Conversations with students reinforce this impression. "We don't put somebody down just because they're different. They've got a right to be!" is the general attitude. There is a real honesty here. Kids aren't ashamed of who they are, and they accept others for what they are. Teachers describe the students as "a nice bunch, friendly, and relatively polite."

The small town in which the school is located is a conservative, working-class community. Although teachers are well paid, a recent bond issue for new school construction was defeated. There's a parental attitude of, "If it was good enough for me, it's good enough for my kids." The community, therefore, needs a

better understanding of the need of the school, as parents are generally supportive of teachers and administrators.

The school is very structured as far as discipline and expectations are concerned. Because these policies are clear to the students and are fairly enforced, students accept and rarely challenge the rules. As in most high schools, the stresses of substance abuse and divorce complicate the educational progress of students, but the guidance department here works hard to have an effective intervention program. With four guidance counselors, each can follow a class from its freshman through its senior year. Frequent contact with the home assures a better awareness of problems, as does the policy for school absences. An attendance supervisor checks with parents by phone regarding absences and written excuses are not accepted. Students are also afforded a measure of confidentiality regarding treatment or counseling for drug or alcohol abuse, although this sometimes creates problems for classroom teachers when they are unaware of the problems behind a student's poor attitude or performance in class. A teacher needs to contact the guidance office with a concern before this situation is discussed.

Both the principal and the vice-principal are highly visible in the building and maintain an easy rapport with students and faculty. Teachers feel supported, and there is an atmosphere of professional collegiality between the staff and the administration. There is a traditional, formal line of organizational structure, but this route is certainly not rigid. Administrators frequently make informal visits to classrooms, teacher preparation areas, and faculty rooms, making an effort to have daily personal contact with all teachers and many students. An effort, too, is made to recruit experienced, highly-recommended teachers for the infrequent vacancies here, despite their higher salary cost.

Perhaps because most teachers in this school have been here longer than five years and many for longer than ten years, innovation and change do not occur easily. At the same time, there is tremendous diversity in the teaching styles of the staff. There are those who adhere to a tightly structured lecture/review/test/ format and others who encourage active learning through strategies such as writing

workshops and cooperative learning. The administration does not overtly attempt to influence the type of teaching within a particular classroom; instead, change is encouraged by the addition of dynamic, influential teachers to the faculty.

Interactions among teachers while at school are often determined by smoking habits. The main teachers' room is frequented by non-smokers, while smokers congregate in the lower level lounge. The teachers in the math department tend to stay in their own prep area. After school, there are several groups that get together to play wally-ball or other informal sports.

Although much effort has been directed at improving the written curriculum in the last year, there is still considerable work that needs to be done. Individual teachers have a great deal of control over the actual "taught" curriculum, although there is an on-going evaluation by the various departments of what is being done. There is no director of curriculum for the high school, this function being left to department heads. The central office does have a K - 8 curriculum director. A significant number of students have aspirations that are focused no higher than 'mill and mall', therefore it is difficult to motivate many of them to select challenging courses. Because this school shares facilities and staff with the area vocational school, many courses are scheduled by the needs of these students.

The staff, the support services, and the administration all appear to be working together to meet the particular needs of this diverse student population. The immediate needs of the school are: additional classroom space to provide better science laboratory facilities, expanded vocational programs, and a computer program to meet the current and projected requirements of a technological society. Additionally, curricula need to be revised, updated, and coordinated. Attention must continue to focus on keeping kids in school and engaging them in learning while they are there. The intent of this school appears to encourage all this to happen.

Analysis of Contextual Themes in Clinical Sites

Sara Lawrence Lightfoot (1983) describes eight themes that emerged in her study of the good high school. Although she cautions against generalizing to the

broad universe of high school, we found these to be compelling organizational themes worthy of further disciplines study. Despite their unique contexts, the examination of these three high schools reflects a similar consistency although often seen in "different forms and with different levels of success and purposefulness" (p. 25). In this section, we chose to present each theme, interpret each school's representation of the theme, and relate that expression to the experiences of interns within that context as a clinical training site.

1. A good high school reveals a sustained and visible ideological stance that guards them against powerful and shifting societal intrusions.

Stoudwater High faculty and staff have weathered the disappointment suffered when voters did not approve a bond issue that would have significantly upgraded the facilities. They have confidence in the education they now provide, but remain steadfast in seeking improvement and will adjust their requests of the voters in the next election. Their lack of science facilities has often been the one dissuading factor in an intern's choice of placement. In the last two years, Woodford High and Fort William High have not experienced any real societal problems that would test their views of their purposes for educating the students of their communities.

2. What is often perceived as solitary leadership in schools is fueled by partnerships and alliances with intimate, trusted associates.

Woodford, Stoudwater and Fort William High Schools each exemplify this theme in the strength of their vice-principals who are respected and valued by both staff and students. All three school have string department or cluster chairpersons as part of the leadership team. As clinical teacher training sites, the partnership is expanded through the role of the local site coordinator who acts as liaison between the school and the university placing interns in the clinical sites. The site coordinator develops the schedule for many of the clinical experiences in the school and assists in the selection of cooperating teachers. Often, this person is also a department chairperson which further shows the trust on the part of the principal.

3. The qualities traditionally identified as female -- nurturence, receptivity, responsiveness to relationships and context - are critical to the expressions of a non-caricatured masculine leadership. Good leaders redefine the classic male domain of high school principals.

All three high schools have male principals; two have female vice-principals. At Stoudwater High, the principal clearly exemplifies the success of using the female side of the personality. Interns there feel recognized and close to the principal and do not consider him a figurehead. At Woodford High, the principal stretches to become more attuned in this area where he may not have more natural tendencies. Last year at the end of the internship period, he realized that he did not know the interns by name and therefore set aside time to conduct a formal observation of each, following up with a written letter of recommendation for each of the eight interns. At Fort William High, the principal is seldom seen by interns or university supervisor. Here, the site coordinator provides the nurturence of personal concerns, the receptiveness to new ideas, and the responsiveness to problems in teacher/intern relations. A similar pattern has emerged at Woodford High; whereas, at Stoudwater the site coordinator is more of a manager.

4. A good high offers teachers the opportunity for autonomous expression, a wide angle on organizational participation and responsibility, and a degree of protection from the distorted stereotypes that plague their profession.

All three high school seem to exemplify this orientation toward the professionalization of their staff. Teachers have free rein in teaching style and selection of curriculum and are encouraged to attend professional workshops and conferences. Interns are often asked to join in these activities. At Fort William High, teachers conduct a series of in-house workshops for which they receive recertification credits. Yet, one of their approaches to professionalism has seemed to backfire. As a pilot site for a state-sponsored master teacher plan, the school has suffered from competition rather than collaboration. Many of Fort's teachers are leaving the profession or have applied to other school.

One concern articulated by a concerned Woodford teacher is that coaching ability, not teaching ability, has determined the hiring of several new teachers.

As a clinical training site, Woodford High wants as many interns as possible, but the many organization responsibilities of the strongest teachers often do not allow them the extended time needed to work with interns. Those who do take the responsibility of an intern often use the time released from the class to conduct their additional professional activities; therefore, the intern does not get to shadow that side of the teaching profession. In this way, some of the stereotypical isolation of the teacher is perpetuated.

5. In a good high school, students are treated with fearless and empathetic attention by adults. Teachers know individual students well and are knowledgeable about adolescence as a developmental period. Their comfort with adolescents is expressed in the subtleties of humor and in teachers' interpretations of, and response to, acts of deviance.

This theme may be Stoudwater HIgh's strongest area. Students look tough, but one does not feel hostility or lack of respect. Interns often want to be assigned to Stoudwater High although they might not have found a specific teacher compatible with their needs.

In each of the schools, the interns respond most positively to the teachers who express special concern for their students, including those with low achievement levels. Concern for students is certainly a strength at Woodford and Fort William High as well, where teachers live in the community, attend school functions, and are viewed by the students as real people. Interns have come to see the benefits of viewing their student sin different roles and postures. Some teachers feel so strongly about this special side of being a teacher that they give a lower evaluation to an intern who does not participate in after-hours school functions.

6. A good high school exhibits coherent and sturdy authority structures which give support and legitimacy to the individual disciplinary gestures of teachers.

Stoudwater High uses Canter's Assertive Discipline model extensively. Unfortunately, this year the interns were left on their own to learn the model whereas last year they were able to attend a special day of training with the vocational school faculty. Specific training seems necessary when both students and teachers have a standard model of discipline. Although the other schools do not ascribe to a specific model, discipline is not a major problem and interns feel the support of cooperating teacher and school administration in carrying out the management tasks of the classes.

7. A good high school is preoccupied with the rationale, coherence,and integrity of their academic curriculum. These intellectual considerations are often focused on resolving the perceived tension between equity among student groups and the quality of academic pursuits.

Stoudwater High, more than the other two, has the burden of trying to keep kids in school. As a vocational center, scheduling of the day is pivoted around the needs of the vocational program. Interns here have expressed some concern that expectations, i.e., homework, writing, and prepared discussions, are quite a bit lower for the basic or general students. Fort William maintains its academic emphasis with top statewide test results, but still manages to provide for its small group of low performing students. As a clinical site, it is often difficult to find a teaching placement that will provide opportunities for working with that type of student. At Woodford, one feels that there is a belief in the common curriculum for all students with access to varying levels of courses based on motivation in addition to past performances of students. For example, a student may take the challenge to take the Honors course "Great Documents" while taking a low level algebra class.

8. In a good high school, students feel visible and accountable. They balance the pulls of peer group association against the constraints of adult requirements.

Each of the high schools expresses a successful variation of this theme. At Stoudwater High, students are accepting of others and do not feel personally competitive. At Woodford High, one recognizes the widest range of types of

students who enjoy the freedom to move in and out of groups without being labeled, from football in the autumn to theater productions in the spring. Fort William High has a more homogeneous group of students drawn from a small community, and students all know each other. Interns find that most of their students like their schools and accept their own role in nurturing the interns as new teachers. Most often this positive attitude of students is the cement that truly connects the intern to this new profession.

Preparing for New Clinical Sites

The process of inquiry into the effects of the context of a school in relation to its role in a clinical teacher education program has enabled us to look through a critical lens at our intern sites, as we prepare for next year. We will not try to change the school, but rather make subtle changes in organizing our assignments, activities, and procedures to better operate within each specific school.

Now we can also look forward to establishing partnerships with three additional high schools. There will be no attempt to quantify a measurement of these school in the areas of the eight themes. Through our sketches of current sites, we recognize as did Lightfoot (1983) that "goodness is imperfect and changing" (p. 24). Rather, we will attempt to discover how they organize around their strengths and weaknesses and how their view of schooling and our vision of teacher preparation can work together.

As we enter new sites, we will develop more extensive portraits. Conversations, interviews, and observations of classes will be extended to attendance at teacher meetings and school events. Administrative documents will be reviewed to include attendance/truancy/disciplinary records, college attendance rates and post graduate vocational choices, as well as departmental evaluations and faculty committee decisions.

As this second phase of inquiry is developed, we will raise probing questions to relate each each context to the nature of a clinical teacher training site:

1. What is the administration's vision of teacher education? How do they see their own role in the partnership?

2. Is there a 'professional' attitude among teachers which is encouraged by the administration? Will interns be included under this professional umbrella?

3. How will the variety of contextual themes within the school promote or alleviate the isolation syndrome for the intern? Will the entire school staff, not just cooperating teachers, support the intern group in such ways as special inservice or assigned workroom?

4. In what ways would the schools' contextual variable present a 'hidden curriculum' within the education of the interns?

5. What is the attitude of the administration and staff toward improving the level of classroom teaching? What is actively being done within the school to improve teaching strategies used by teachers? What level of acceptance is there toward less effective teaching?

6. Is the curriculum structure which is in place described as rigid, firm, or flexible? Is the operational curriculum aligned with the formal curriculum?

7. How will the community feel about interns providing a major responsibility for instruction for significant portions of the school year?

8. How will student attitudes toward school and faculty be reflected in their interactions with interns?

9. How do student attitudes toward learning reflect the expectations held for them by teachers and administrators? How will intern idealism respond when confronted with low student expectations?

10. Are teachers open to divergent thinking in their students? Will this openness be part of their colleague orientation toward the interns as well?

The university supervisors developed this initial set of questions during the analysis process of our current clinical training sites. We begin to see conditions that constrain or promote the successful education of a new teacher. It is our vision that the participation of a school as a clinical site becomes part of the school improvement strategy promoted by administration, faculty, and community.

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